DOCUMENT RESUME

ED 272 686 CE 044 769

AUTHOR Kennedy, Kerry J.
TITLE Introduction to the Transition from School-to-Work Program: An Educational Change Perspective.
PUB DATE Apr 86
NOTE 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
PUB TYPE Reports - Descriptive (141) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Career Education; Case Studies; Educational Policy; *Education Work Relationship; Foreign Countries; Program Development; *Program Effectiveness; Program Evaluation; Secondary Education; *Success
IDENTIFIERS *Australia

ABSTRACT

An introduction and a case study are provided from a seminar concerned with the extension of transition-from-school-to-work initiatives to secondary schooling. The introduction discusses the purposes of drawing together the case studies--to indicate how Australian government policy concerned with school-to-work transition was implemented at the local level and to make an assessment of the success of such local initiatives. The case study focuses on the Enterprise Education program for year 10 students, which consisted of study in the core areas as well as projects based on specific business ventures. In addition to describing methods used to construct the case study, the document portrays how such a program was conceived, put into action, and now fits into the school's everyday activities. Teacher and administrator comments and narratives describe getting started, curriculum decision-making procedures, planning process, finalizing planning, characteristics of the initiation phase, coordinators' roles, and use of core teachers (English and social studies, mathematics, science). Views of students and unit supervisors are then provided. Evaluation information is provided in terms of the original aims of the program. Reflections on the case study highlight benefits and significance of the program. (YLB)

Introduction to the Transition from School-to-Work Program: An Educational Change Perspective

Kerry J Kennedy

Curriculum Development Centre, Canberra

Paper prepared as part of the Seminar, "An International Perspective on School Change: A Study of Transition from School to Work Initiatives" for presentation at the Annual Conference of the American Educational Research Association, San Francisco, 16-20 April, 1986.

INTRODUCTION

Throughout the 1970's in Australia there was increasing evidence that young people were experiencing difficulties in making the transition from school to work. Dwyer, Wilson and Woock (1979) have pointed out that the response of governments can be seen in three main phases:

1. Officially endorsed inquiries and reports on school-work transition.

2. Limited programmes directed at unemployed young people.

3. Transition education funding which extended transition programmes to students still at school. (p.112)

The papers to be presented in this seminar are concerned specifically with the third phase - the extension of transition initiatives to secondary schooling. That phase was officially announced by the Federal Minister for Education on 22 November 1979 when it was pointed out that the purpose of the policy initiative was to ensure that (Carrick, 1979):

> ... ultimately all young people in the 15-19 age group would be provided with options in education, training and employment, or any combination of these, either part-time or full-time, so that unemployment becomes the least acceptable alternative.

The announcement was supported with an immediate grant of $25 million for the following year with a further promise of $150 million over the next five years. The provision of funds, however, does not automatically spell success for policy initiatives. This is especially so in the Australian context where Federal funds must be allocated through the various mechanisms of government and non-government school systems at the State level. In this situation, faithful implementation of policy objectives cannot be guaranteed.

An issue of concern for both policy makers and educators, therefore, is the extent to which policies formulated outside of the immediate contexts of schools and systems themselves are interpreted, adapted and modified before they are eventually implemented at the local level. As pointed out in a recent review of the literature on curriculum implementation, it is the implementation characteristics of a program that determine its success or failure (Kennedy, Williamson and Patterson, 1984) Thus the purposes of drawing together the case studies to be presented in this seminar are to indicate how Federal government policy concerned with school to work transition was implemented at the local level and to make an assessment of the success of such local initiatives.

BACKGROUND ISSUES IN SCHOOL TO WORK TRANSITION

Australia was not alone in the 1970's in adopting a comprehensive educational policy in the area of school to work transition. The impetus in most countries was related to the changing structure of the labour market which in Australia witnessed an increase in youth unemployment from 4.3% in 1973 to 17% in 1979 (Davis and Woodburne, 1983). Thus the problem was not merely one of devising educational programs that would equip students with adequate work skills. Rather, it was preparing students for a post-school life that may involve prolonged period of unemployment or short periods of employment in a range of jobs.

The distinction between education for work and education for unemployment has not always been clearly recognised. A good example was in Great Britain where the Manpower Services Commission with its various programs for 16 to 19 year olds became the government's chief means of bridging the gap between school and work. One of its major initiatives was the Youth Opportunities Program which provided an employment subsidy, work experience and training for school leavers who were unable to secure a job (Lindley, 1981). There was no guarantee, however, that on completion of training a job would be available. Thus the Youth Opportunities Program was an attempt to provide marketable skills for young people even though

there were no specific jobs available. The rationale for the program suggested that the 'problem' resided in the students themselves rather than in the structure of the labour market.

In contrast to the Youth Opportunities Program, educational solutions have also been trialled in Great Britain. An example was the Sheffield Transition from School to Working Life Project. This was concerned with providing core studies for senior high school students on topics such as pre-employment, employment and adult life, industry and commerce, economics and politics, general and personal issues and community issues. Accompanying the shift in content was a shift in pedagogy away from expository methods to small group and discussion (Wilcox and Lavercombe, 1984). The curriculum emphasis on preparation for life characterised such an approach. Educationally convincing, such an approach was not politically convincing as the government preferred to direct funds to the Manpower Service's Commission and its program rather than the Department of Education or local education authorities.

While a great deal of the discussion on school to work transition focusses on policy proposals and solutions there has also been consideration of the issues from the point of view of young people themselves. Davis (1983) for example argued the importance of work as the main 'rite of passage' for young people into adulthood. Denied such access because of

widespread unemployment, young people will need to be provided with new ways that will allow them to become part of adult society. DeCort (1985) has argued a similar case, pointing out that an important part of the identity of young people is tied up with their work. In the context of limited work opportunities, therefore, it is clear that educaiton systems must go beyond the mere provision of new educational programs ensure that students are provided with experiences that will assist them cope with a new and demanding cultural change.

In considering school to work transition, then it is clear that the issues extend beyond a consideration of various policy options. Young people have been powerfully affected by changes over which they have had no control. Transition education has been an intervention on the part of governments and educators to provide a solution to the problems faced by young people. The case studies presented in this seminar will enable a judgement to be made concerning the success or otherwise of such interventions.

CASE STUDY ONE: 'ENTERPRISE KIDS'

INTRODUCTION AND BACKGROUND

Setting for Case Study

Keyvale Senior High School* is located in an outer metropolitan area east of Perth. Yet this description, while geographically accurate, masks the reality of both the school's isolation from

* To preserve anonymity, the fictitious name of "Keyvale" is used throughout this chapter to refer to the senior high school involved in the case study.

a population centre and the apparent rural setting of the school buildings. These buildings dominate the landscape of open spaces that radiate in all directions from the school. It is only 12 kilometres from Perth yet there is no evidence of city life here. Only the school itself stands as a reminder that throughout history people have imprinted their culture on the environment through the erection of buildings and monuments.

While the physical setting of the school is essentially rural, it nevertheless services a Housing Commission estate. It is geographically quite isolated from the housing area with consequent transport problems for both students and the community wishing to make use of the school's facilities. There is also an increasing number of privately owned homes in the area. Yet these are not close to the school either. The newly constructed bus bays are indicative of the main form of transport used by students although the cluster of bikes in the school reveals that some independence is also possible.

Keyvale is a relatively small school. During the past five years enrolments have been as low as 600 and were about 740 in 1984. The ethnic backgrounds of students are varied although there does not seem to be a concentration of any single group. The staff is not large with about 56 teachers in all. There seems to be a reluctance to transfer out of the school and consequently there has been a very low staff turnover during the past five years.

Keyvale's educational philosophy has been clearly expressed in policy documents and funding proposals. It stresses values that are meant to apply to all students:

- Care and support for each student irrespective of social and cultural background, level of ability and personal predispositions.

- Responsibility to offer to each student an educational program suited to his or her capabilities in order that each person will have an opportunity to reach his or her full potential as a worthwhile member of an increasingly diverse society.

- Responsibility to promote in each student a sense of self worth and a pride in their school while, at the same time, inculcating in each one a regard and consideration for others.

It was within this context that a case study of Keyvale's tansition education program was undertaken.

Methods Used to Construct Case Study

Collecting information. Regular visits were made to the school between October 1983 and April 1984. During these visits interviews were conducted with school administrators, teach and students. These provided the opportunity to gather a variety of perceptions about the transition education program. The interviews were supplemented by opportunities to observe activities related to the program. These observations were not lengthy but were able to provide a view of the program in action. It was possible to see teachers and students at work, talk with them and gather impressions about the dynamics of the program. Outside the context of the school, documents related to the program were examined. These included applications for funding and program newsletters as well as other relevant material. Together, these sources of information enabled a case study to be constructed portraying aspects of the program's life. It is by no means a complete portrayal and the information has been filtered through the perceptions of the case study writers. Yet it seeks to be both accurate and honest in terms of the issues and themes that are highlighted.

Organizing information. Information collected through interviews, observations and document analysis provides a large and sometimes unweildly data base. The problems of analysing such information have recently been referred to by Miles and Huberman (1984). Given such difficulties, it was decided to rely on the educational change literature to guide the organization of information. In particular, two phases of the educational change process were identified:

INITIATION	involving processes and activities leading up to the change
IMPLEMENTATION	involving the first experiences of the program as it is put into action

It was decided to organize the information collected so that it could be fitted into these categories. This provided a linear structure of the program's development and allowed for comparisons to be made between intentions and realities and between theory and practice. It also allowed for the story of the program to be unfolded in a way that paralleled its historic development. Hopefully, the use of categories to organize and synthesize the information has not unnecessarily distorted the story to be told.

Nature of Program

Before proceeding with the case study, a description of the main elements of the program might serve as an introduction:

PROGRAM TITLE Enterprise Education

TARGET GROUPS Selected Year 10 students

PROGRAM AIMS

- To develop a flexible learning program based on a series of socially valued projects and activities.
- To encourage a high degree of individual student responsibility, course planning, course management, course assessment and self-direction.
- To assist students to develop a variety of personal and social skills within the supportive social context of their peers, teachers and other significant adults.
- To provide students with the opportunity to develop understandings and skills related to the four core subjects and to what students perceive to be significant life experiences.

The program thus consisted of study in the core subject areas as well as projects based on specific business ventures. Once students were selected for the program they were expected to be involved in its decision making processes. The story to follow attempts to portray how such a program was conceived, how it was put into action and how it now fits into the school's everyday activities.

Getting Started

Kate, Steve and Richard* were three teachers on the staff of Keyvale High School during 1982. The pace of daily school living often deprives teachers of the chance to reflect on their day to day concerns, yet it happened that one day they were together in the principal's office talking about students who apparently were not gaining a great deal from their school experiences. The principal shared these concerns since throughout his career he had become aware that the traditional academic curriculum was not able to cater for all students. From this initial discussion and sharing of ideas there emerged a resolve to help those students who until then were seemingly neglected.

* All names used throughout this paper are fictitious so that teachers' anonymity is preserved.

This concern for students was clearly shared by the group. Yet for each of them, their own experiences made a unique contribution to their present perceptions. Steve had been spending an increasing amount of time with some of the students who were causing the concern. He had set up a farm project which involved students in practical activities and their response had been very positive. He recorded his views about the students he had worked with on the project in the following way:

> In this school there is a group of students who, in general, are disinclined and/or disruptive. They are apathetic or are actively opposed to schoolwork and study. In core subjects they achieve at basic or no aware level. As students they are disliked and resented by staff. They spend quite a large amount of time with the deputy principals. Outside the classroom they tend to become involved in fights, to truant, to smoke, to be late and so forth. The group is not large, perhaps 10-15 students.
>
> I feel that these students do not lack ability. I have had many of these students on the farm this past year and they have worked very steadily, very competently and in their own time on a project that they perceive as being relevant, interesting and useful.
>
> I feel that the lack of progress made by these students in a normal school environment is due to their studying a course that they see as being:
>
> - academic
> - lacking relevance to life
> - not particularly interesting
> - tightly disciplined.
>
> I suggest that, given a course that corrects these problems, the students would take more interest, that they would start to achieve, and that the discipline problems would diminish.

Kate responded immediately to Steve's ideas. Reflecting on her initial reactions, she commented that she had always been concerned about "switched off kids", the students who could see little relevance in their academic studies:

> They are not bad kids she said. But they are just not there - they are switched off learning and they need something to switch them back on again. When the boss asked if anyone would be interested in putting together some ideas for dealing with these kida, I wanted to help.

It seems that Kate's enthusiasm for the project stemmed from her own experiences as a high school student:

> **I worry about the kids who sit quietly at the back of the room and drift through the system without any real involvement. I was like that at school and I think perhaps that is the basis for my concern about these kids.**

Richard's experience at Keyvale was limited but his educational background was a broad and varied one. He had come to the school after spending some time overseas. Before that, he had occupied a position with a non-government school organization that had given him more experience with curriculum matters than most teachers would get in a lifetime. He was very much aware of the problems faced by students and had spent a large part of his career attempting to formulate solutions to these problems. In coming to Keyvale he had hoped to continue this work from the school level rather than being external to schools as he had been in the past.

As well as a concern for students, Richard also brought other experiences to Keyvale. He had worked extensively with teachers in the past. He was aware of the immense difficulties involved when school organizations are confronted with the prospect of change. He knew that the kind of change being talked about may well be threatening to some teachers and therefore would have to be handled very sensitively. He had no real plan in mind but his previous experience told him that the task would not be an easy one.

For Richard, the key seemed to lie in developing a philosophy that gave students the opportunity to develop motivation, ownership and responsibility. Yet this could not be confined to some specially constructed activities. It had to be part of the whole school experience. Initial thoughts were vague but the idea of catering for those students who traditionally miss out on school was the kind of challenge he liked. At the back of his mind was also the idea that even those students who did seem to benefit from the traditional curriculum could benefit even more with a more creative approach to the school curriculum.

For Steve, Richard and Kate, then, the conversation with the principal saw not only the beginning of a new idea but also the opportunity to bring to the surface some of the thoughts that they had always had about students and schooling. Such opportunities, however, may lead nowhere unless there is an environment where new ideas are accepted and nourished. Fortunately, Keyvale High School had just such an environment.

Curriculum Decision-Making Procedures

In a highly centralized system of education such as that in Western Australia, curriculum decision-making for classroom teachers is usually confined to the interpretation of centrally produced curriculum documents. For the most part, this means that teachers make curriculum decisions that are related to their own classes rather than on a whole school basis. A situation that has provided the opportunity for increased teacher involvement in whole school curriculum decision-making has been the increased involvement of the Commonwealth government in education. This has certainly been the case for teachers at Keyvale. The Priority Schools Program (PSP) has provided the impetus for establishing a mechanism that enables curriculum issues to be considered as whole school issues. The deputy principal explained the processes that had been established:

> **When we started on PSP we had to get going a real process of staff participation. That is easy in a primary school but is a really big thing for a high school. I don't think we could do it with a larger staff. We have full staff meetings and discuss the whole thing generally. We have done this for the past six yers and some very successful curriculum implementation has taken place.**

The processes used by the school for PSP were realy quite sophisticated. With the help of the regional office, students, teachers and parents were involved in a process of determining the needs of the school and its students. The results were analysed at Regional Office and, based on these, teachers were requested to submit projects that fitted the stated aims. Project leaders were given responsibility for writing submissions and eventually agreement about projects that would be submitted for funding was reached on a whole school basis. Processes such as these are of little use without a total school environment that is supportive. Margaret, the deputy principal, commented on the school environment:

> **Don (the principal) and I work by devolution, I ask for volunteers and hands go up all over the place. If a teacher has a good idea, Don will find them time to develop it, time for inservice and funding.**

The staff also seemed to be pretty special:

> **They are really enthusiastic. They think nothing of spending their weekends on camps with the kids. They only do it because they love it. Sometimes I feel I have to protect them, otherwise they will burn themselves out.**

It was in this context that Steve, Kate and Richard formulated their initial ideas. It was a context that encouraged individuals to develop such ideas. Those in positions of authority actively supported teachers who became involved with innovative programs. The spirit of Keyvale is difficult to put into words, but it had to do with the kind of people who had a concern for others and specially for their students.

Planning Process

In the usual manner of Keyvale High, a full staff meeting was held to seek staff opinion on ways of catering for disaffected students. As a result of this staff meeting, Steve, Kate and Richard formed a planning team to work on the design of a written document using the input from all staff members. During the meeting discussion had centred on the concept of "physically based education - getting the kids involved by actually doing something and learning through their experiences". A suggestion had been made that perhaps small business enterprises could be established to provide students with experiences of a real-life situation.

Class release time was organized to allow the planning team to meet and explore these issues. The first document designed for staff reaction contained four general aims that highlighted the basic philosophy of the project. The school would endeavour to:

> Develop a flexible learning program based on a series of socially valued projects and activities.
>
> Encourage a high degree of individual student responsibility for course planning, course management, course assessment and self-direction.
>
> Assist students to develop a variety of personal and social skills within a supportive social context of their peers, teachers and other significant adults.
>
> Provide students with the opportunity to develop understandings and skills related to the four core subjects and to what students perceive to be significant life experiences.

As well as the statement of aims, the planning team provided suggestions for the small business enterprises. These included canteen management, car service unit, silk screening unit, bakery, secretarial service, the farm, school landscape and gardening unit. Consideration was also given to the role of the core subjects, the management of the project and the assessment of students.

It was agreed that the focus of the new program should be the Year 10 students. The rationale for thi decision was clearly expressed in the initial draft document:

> Students experiencing social and motivational difficulties understand that Year 10 is their last year in secondary school and their future consists of the search for employment in an uncertain job market. Their experience of school means, however, that they do not have the pre-requisites for trade or for secure positions in the skilled or semi-skilled categories of employment. Nor do they possess the social and communication skills related to successful job seeking.

The deputy principal also commented on the decision to design the program for Year 10 students.

> We saw the innovation at Year 10 rather than Year 11 because it is too late to help Year 11 kids as most of our students leave at the end of Year 10.

After presenting the draft document to the staff it was agreed that the planning team should continue with their work to develop the ideassset out in the proposal. The team members consciously attempted to involve all staff members in the decision-making processes. As Kate remarked:

> It was necessary to encourage the staff to feel as though they owned the project. Every staff member was really involved unless they did not want to know or they did not care, and that was very unusual. We wanted ideas fr everyone and we wanted them all to support us.

Steve also commented on the need for staff involvement.

> We had to convince everyone that it was a worthwhile project. We had to show them that it was an alternative to the traditional style of teaching. Most teachers are happy to try something new if they can see the value in it.

Through this planning stage the principal was seen to be actively supporting the proposed changes. Kate believes that his involvment was a major factor in transforming the initial ideas into reality:

> Everyone works hard in this school. It's because Don cares about the kids and he has the ability to make all of us feel that he really cares about the staff as well. He has got great leadership skills. He gave the planning team the "full ahead" all the time and he was really positive.

The planning process was not confined to personnel at the school. Parents also had expressed concern that some courses offered by the education system had less meaning than others. They felt it was important that courses should make a significant contribution to the student's ability to function in a mature manner in all aspects of social life. Parents were confident that the school was committed to the care and support of each student. They agreed that the existing courses placed insufficient emphasis on the vocational aspects of education and supported the plans to develop programs necessary to improve the student's social, academic and vocational learning. Parents were consulted during the planning stage when the principal called a meeting of all interested parents of Year 9 students. He explained the possible changes to the Year 10 course and the parents gave the program their full support.

Finalizing Planning

Once the broad outlines of the program were supported by the whole staff, the administrators and the parents, detailed planning was undertaken by a small group of teachers. Richard, Steve and Kate formed the nucleus of this group and they called on various specialist teachers to help them plan the changes to the core subjects. The major issue facing the group was the adaptation of the syllabus for the four core areas of mathematics, science, social studies and English. It was essential to integrate these core subjects with the business enterprises in order to provide more relevant educational experiences for the students. It was decided that each business enterprise would include specific content from the four core subjects and, as a result, each core subject was able to be scheduled for three periods rather than the more common six periods per week. Thus the timetable was outlined as:

Core Subjects	12 periods/week. 3 periods/week for each core subject. 5 periods for Advanced and Ordinary mathematics students.
Business units	8 periods/week
Options	8 periods/week
Physical Education	2 periods/week

The final program description was submitted for funding and highlighted two major features. First the small business enterprises which were designed as self-contained activities. They consisted of:

Fabricated Furniture Unit
Screen Printing Unit
Catering Unit
Clerical Services Unit
Health Studio Unit

Each of the units had the following characteristics:

1. Each activity was a financially viable economic enterprise or mini-business requiring cash transactions or book entries as an integral part of the schools accounting.

2. Each enterprise required the involvement of a small team of students under the oversight of a competent adult.

3. Students engaged in the business units were accountable to the school for the financial management of that enterprise.

4. Each enterprise provided for the development of relevant understandings and skills significant to participants and acceptable to the Board of Secondary Education.

5. Where practicable each business unit was located on the school premises and became an integral part of the school's activities.

6. Each unit allowed for the development of communication links with producers and consumers in the outside community.

7. Success in managing each enterprise required co-operative effort on the part of those engaged in it.

Also there was a detailed description of specific unit activities and suggestions for integration of core content with these activities. For example, it was proposed that students enrolled in the catering Unit would participate in the following specific activities:

Ordering ingredients
Producing, storing, packaging and delivering foodstuffs to a customer
Preparing balance sheets of costs and expenditure for the unit
Keeping records of quantities, times and costs
Preparing and deliver reports of the unit's activities
Calculating prices and profit margins for all items
Prepare invoices
Determining costs for cleaning, electricity consumption, rent, consumable materials, wages and depreciation
Visiting bakeries, catering units and fast-food outlets in order to improve awareness of career opportunities.

These activities were to be integrated with core content in the following way:

English

Writing business letters
Keeping records of procedures
Preparing and presenting reports
Engaging in co-operative planning
Discussing the activities of the unit
Discussing needs with customers and take and record orders
Maintaining a record of personal perception, feelings and ideas.

Mathematics

Keeping record of costs, prices profits and losses
Converting statistical information to column, bar and sector graphs
Calculating profit and loss
Calculating weights, times, amounts
Calculating averages of weights, times, costs
Preparing balance sheets

Science

Nutritional values of various foods
Effects of heat on food
Methods of heating and cooling
Bodily needs for food
Hygiene in the kitchen and canteen
First aid for burns, scalds and abrasions
Circulation of air
Use of electricity
Electrical conductors, insulators and circuits
Safety procedures in the working area
Control of pests such as flies and mice
Waste disposal
Operation of equipment

Social Studies

Modes of business management
Trade unionism with particular reference to the food preparation industry
Social services responsible for provision of food (eg meals on wheels, Salvation Army soup kitchens)
Advertising and promotion of unit's products and services
Business relationships (supervisor-employee, employer-employee, wholesaler-retailer)
Conflict resolution within the unit
Division of labour within the unit
Contractual relationships
Mangement of wages

These unit descriptions described the purposes of the project to the Transition Education Unit. Although the project was initiated at the school level, it was necessary to gain funding room an external source so that important aspects of the project could be implemented. The preparation of a document for the funding agency really represented the final step of the initiation process. The document reflected the results of all the planning that had taken place throughout the year.

Characteristics of Initiation Phase

Based on the discussion above it is possible to identify the main characteristics of the initiation process:

- The project was based on the perceived needs of the school community.

- There were curriculum decision-making structures within the school that allowed the issues related to the project to be discussed by the school community.

- Participatory and consultative procedures were used to ensure that the project had widespread support.

- The school principal provided strong support for the project.

- External support structures were available to provide funds for those aspects of the project that could not be met within the school's normal budget.

How important were these processes to the final outcomes of the project? This is a difficult question to answer since there has been very little empirical study of initiation processes and that which has been done relates mainly to innovations that have been developed outside the school. (Fullan, 1982). What seems clear, however, is that by the end of the year plans had been formulated for a significant educational change to be implemented at Keyvale High School. This change had the support of the principal and deputy principal, a number of staff members were quite committed to it, consultative procedures had been followed with the whole school staff as well as with parents, considerable time had been spent on planning the actual form the project would take, and funding was available from an external source to ensure that key aspects could be implemented. If this is a fair description of the initiation phase, certainly it can be argued that these events were in one way or another related to the eventual success or failure of the project. For as Fullan (1982) has pointed out, "the quality of the initiation process already

sets the stage for subsequent success or failure". It does not seem possible to be more precise than this since so little is known about these processes, especially at the local level.

The complexity of the implementation process did not escape those responsible for the change. When Richard looked back over the first year of implementation he recalled how the program had been translated from ideas into reality:

> When we set off at the beginning of the year we only had a blueprint for a curriculum. The curriculum has been actually constructed through this year. We did not pretend to say, during the year, you'll do this, this and this. The unit supervisors had the whole year to work it out.

It is this "blue print" that was the focus for the implementation phase of the study. How faithfully was it translated into action? What modifications were made? What pressures were brought to bear on it? As Richard commented, "the trick was to define the system".

At the beginning of 1983 there were 45 students and nine teachers ready to commence on the project that had been planned throughout the preceding year. It was well accepted by then that the project would be called "Enterprise Education" and that eventually the students in the project would be referred to commonly as "Enterprise Kids". For everyone involved in the project it was to be a year of learning together. Above all, it was to be a time when people had to become used to the new roles they were being asked to play.

Four distinct sets of roles were identified: those of the co-ordinators, the core teachers, the teachers responsible for the Enterprise units and the students themselves. Each group provides a perspective on the program interpreted largely by its role in it. Together, these various perspectives give an overview that is multifaceted in nature. The roles and views of each of these four groups are considered in turn in the following sections.

Co-ordinators' Roles

Two of the original members of the planning team, Kate and Richard, were appointed as the co-ordinators of the project. Each had a well developed view of the role of co-ordinator.

Richard saw three main tasks: trouble-shooting, negotiating and supervising. Each required different skills and well developed sensitivities to the people with whom he was working. As he said, "You walk a tightrope until you commit the staff to commit themselves to the program".

The trouble-shooting role really had to do with the administration of the program. Problems would arise and Richard saw it as his job to make sure a satisfactory solution was found. This meant he had to be alert and on the lookout for issues that might become potential problems. He gave the example of an issue which was emerging at the time as Year 9 students were being interviewed for entry to the program in 1984. Following on from procedures adopted during the initial year of the program there would be two classes. This posed no problems for the core areas of English, science and social studies since the classes could be grouped heterogeneously. For mathematics, however, students had to be streamed into Basic, Elementary, Ordinary and Advanced levels. With a potential intake of 60 students, there should be two levels in each class with equal numbers in each level. As it turned out, it did not seem possible for such a breakdown since there were more students in the bottom levels than in the top. Richard commented on his trouble-shooting role in this situation:

> **So I have to foresee that, and see that it is going to mean modification somewhere, a bigger recruitment drive in order to get more students in the top levels or some change that will need to be made to the timetable. It is the ability to see a difficulty and somehow work it through.**

This kind of trouble-shooting role requires special skills for dealing with people, and Richard was well aware of the need for the sensitive negotiation of issues although he was not at all convinced that he had all the necessary skills.

Richard felt the need to be alert to other staff and how they perceived the co-ordinators. He felt it was important to be able to pick up vibes and know what was going on. Yet at the same time he did not want to over-react to individuals in case they were put off all together. He felt it was important to be able to sum up a feeling and work out how to respond to it in a sensitive way.

Since a good deal depended on senior staff, whome Richard called "the front runners", he thought it was necessary to be aware of issues that they perceived to be important. This was certainly the case with Enterprise Education since it may have been seen as an exercise in "empire building" that would pose a threat to senior masters. The program had footholds in five faculties within the school but ran independently of them. Negotiations with the people who were in charge of these faculties had to take this situation into consideration.

Students were also an important area of concern for Richard. He thought it was important to be aware of how other students and staff in the school perceived students in the Enterprise

Education program. The term "enterprise kids" could as much convey the idea of a group cut off from the mainstream of school life as it could mark them out as being involved in something special. To some extent it was a matter of making sure that the whole school had as much information about the program as possible. Of course, it was not as simple as this but making sure people had the right information was at least one way to overcome any possibility of negative thinking about the program.

In addition to a trouble-shooting role and a negotiating role that involved both negotiating with people as well as on behalf of people, there was also the supervisory role. This had been made clear to Richard by the principal when he was given the job of co-ordinator. One aspect of this role was to make sure that the supervisors of the enterprises were fulfilling the requirements of the program, especially as they related to the core areas. This was a difficult job for Richard as some of the supervisors were actually senior members of staff and, even where they were not, there was always the danger of exerting authority in such a way as to cause some tension that would affect the team work so necessary for the running of the program.

There was also some supervisory activities associated with the scheduling of events such as board meetings and community liaison. These were things which had to take place. Responsibility was delegated to individuals. Richard had to try and make sure that those responsibilities were met. The supervisory task was a difficult one, as reflected in Richard's comments:

> **We are defining all the time, and it is not defining itself. We really have to go on building and giving the program shape right throughout the year.**

In this sense, Richard was aware that the kind of precendents set during this initial year would be important for the remainder of the program's life. It did not seem reasonable to be constructing a program where students were being encouraged to take responsibility for themselves if teachers were to be forced to live up to their responsibilities. Somehow, this dimension had also to be built into the program.

There was a final concern that Richard had regarding his role and in a sense it combined the three aspects of that role. There were really two groups of teachers involved in the program - the supervisors who were in charge of the enterprise units and the subject teachers responsible for the core subjects. Richard felt that the subject teachers tended to get a "back seat" and the supervisors received all the publicity.

He had noted that early in the year two of the subject teachers had real anxieties that were not met because so much attention was focused on the supervisors. The core teachers had special needs that demanded sensitivity, but Richard often found it difficult to provide the kind of attention these teachers needed since their concerns were not directly related to the actual enterprises but rather to the core subject areas. This tension became an important feature of the implementation process.

While Richard had well defined views of his role from the beginning, Kate's view evolved during the first year of implementation. "At first, nobody knew what was going on", she recalled. Kate noted that:

> The position of joint co-ordinator was ambiguous. Richard and I had a few hassles trying to establish just who was going to do what. It hasn't been easy trying to joint co-ordinate a program like this. It's turned out that Richard has tended to do more of the writing such as reports and memos. I go around to the people involved and follow up the written ideas. I make sure that everyone understands what is going on and I get their feelings about it. The situation works well now and that's how the roles have finally ironed themselves out.

The public relations role that Kate adopted had meant that both staff and students in and out of the program had someone with whom to share their problems and concerns. According to Kate:

> I'm lucky really. People tend to come to me and let me know how they feel about things. They know that without telling tales I can make sure something is done about it. That's good because they see me as non-threatening and we can get honest feedback that way.

In their shared role as co-ordinators, Kate and Richard had the responsibility of facilitating the smooth implementation of the program on a day-to-day basis. They handled a wide range of tasks in response to the needs of students and staff members. They saw themselves as members of the staff team involved in a very demanding but very rewarding innovation. Along with the Community Liaison Officer, Kate and Richard frequently met visitors to the school who wished to see the program in action. People from interstate as well as overseas commented on the relaxed working atmosphere of the units and the responsible decision-making that involved student participation. In order to develop communication skills students were encouraged to guide visitors around the units and explain the details of the program. It was not uncommon to see

a small group of visitors accompanied by one or two Enterprise students completely handling the tour of the units and answering questions in a mature and confident manner.

Views of Core Teachers

The views of these teachers varied considerably. The demands of specific subject areas were important and "traditions" were hard to break.

English and social studies. Along with her role as joint co-ordinator, Kate played a major part in another experiment linked with the program. In an attempt to limit the number of teachers that students had to relate to, it ws agreed that the students would be divided into two groups and a unique course that combined both English and social studies would be taught to each group. Kate, whose teaching expertise is English, designed the new course with Tony, a social studies teacher.

Kate explained that originally she and Tony had set out to modify the English and social studies Year 10 course as a result of the decision to limit core subjects to three periods a week:

> We began by trying to break down the core subjects and put appropriate content into the business enterprises. Then it occurred to us that there was the potential for a combined English and social studies course.

As a core teacher, Tony was pleased to be directly involved in the combined course. He had expressed strong support for the program during the planning stages but had felt that as a core teacher his involvement would be limited:

> I had been interested in the program right from the start. I thought it was a tremendous idea. Kate and I began to link the two subjects by selecting a broadly based theme such as "communication" and then we would plan appropriate activities for both subjects. It has been an interesting experiment to teach a combined course like this.

Unfortunately, as implementation progressed, it became obvious that the students were having difficulties accepting the change:

> They would come into class and ask "Is this English or social studies?" They still see me as the social studies teacher and Kate as the English teacher. It just shows how we can train them to see particular subjects and discrete identities. Perhaps if both subjects had been integrated since Year 8 we wouldn't have had such problems.

Mathematics. In reviewing the various aspects of his role as co-ordinator, Richard had pointed out that the subject teachers, those responsible for teaching the core subjects, often had anxieties that were not given sufficient attention. This was because the program focused on those teachers who acted as supervisors for the various Enterprise units. It was certainly the enterprises themselves that attracted most attention since they were the most visible part of the program. Nevertheless, some underlying tensions were created when a number of teachers felt that the program was not meeting their needs or the needs of the students.

The attitude was summed up by one of the mathematics teachers responsible for the upper level mathematics class of Enterprise students. He supported the program but had reservations:

> In this school Enterprise Education is a fairly high flying balloon and I'm not sure whether it's full of hydrogen or helium.

This comment needs to be interpreted carefully since there has been a tendency in the educational change literature to label those people who are opposed to an innovation as "resisters" (Sarason 1978). Such a term does not describe Grahame, the mathematics teacher. He was not so much a resister as a concerned teacher. His concerns stemmed from his vast experience of 21 years in the classroom and they were clearly focused on students. His own words convey these concerns most clearly:

> Let's assume that Enterprise Education was better for motivating these kids. They still have to land a job. Many of them may have been better off doing a traditional course.

This was a realistic view linked to the needs of students in the real world. Grahame was well aware of what the outside world eventually would demand of these students:

> If a student is to obtain an apprenticeship, he/she needs an ordinary level pass in mathematics. That's what employers are looking for.

These demands on students represented only one aspect of Grahame's concerns. He was above all a mathematics teacher and so was aware of the demands of his subject area on students. Of all the core units, mathematics was the most structured. There were four possible streams in which students could be enrolled and the actual course differed considerably. Enterprise students were divided into two groups: basic and

elementary streams in one group, and ordinary and advanced in the other. Again, Grahame's comments highlighted the issue:

> With the ordinary/advanced students, mathematics is quite a different course. There is a large component of algebra and in order to maximize their opportunities I had to teach it although it was not seen as dovetailing with the rest of Enterprise - it was not "real life stuff". With the less able kids, the course is more flexible and there is no problem. With the higher ability students, we believe we can handle the situation to ordinary level but not advanced, even with four periods, since the others have five.

These were the comments of a teacher who has been socialized and professionalized to think in terms of the requirements of his subject specialization. At the same time there were also the requirements of the next level of study. If students wanted to study mathematics in Year 11, the course available to them was dependent on the level they achieved in Year 10. Thus entry to the highest levels in Year 11, Mathematics I, II and III required knowledge of advanced level work. This was the level that Grahame felt was impossible to treat adequately in the reduced time allocated to core subjects in the Enterprise Education program.

That consideration was being given to the demands of the next level of the curriculum deserves some comment. A case had arisen at Keyvale where one of the Enterprise students had decided to continue to Year 11 and study for matriculation. Since she had studied mathematics in the limited amount of time allowed for core subjects she was being disadvantaged in her choice of mathematics subjects for Year 11. She did not have the prerequisites for any of the higher level courses and it seemed that she would have to do the lower level Mathematics IV course. Grahame expressed the opinion that, had she not done Enterprise Education, she could have achieved a high enough pass in Year 10 to enable her to enter a higher level course. It seems important to understand Grahame's concern here as one for the student rather than in terms of opposition to Enterprise.

Grahame's overall attitude to Enterprise Education was one of healthy scepticism. In talking abut the gains that he had perceived to come from the program he commented:

> I think there was a fair bit of comraderie built up. It was new. It offered a lot. The thought of forming a unit and becoming a business gave some purpose. Sometimes there are problems with that. Again, it's implementation. Some of the units would have had a better opportunity to carry

> **out their aims. If you are in the catering unit everyone will eat what you have made. In the clerical services unit, however, if the work is not set out correctly, if the spelling is not correct, it is no good. If you need specific skills and levels of work, you've got young kids who haven't been trained. There should be a training period. I think they have something like that in mind.**

In talking to Grahame it was easy to understand Richard's comments that teachers in his position had concerns that were not easily met. They were not concerned about the substance of the Enterprise activities but concerned about students and the purpose of schools and schooling. As a member of staff he had been involved in the consultative process during the planning of the program and now subsequently involved in the implementation phase. He was able to highlight a number of perceived problems and possibly view the program a little more objectively than those who had been closely involved in it. (Indeed, he made the comment that "It's easy to be euphoric when you're involved in it".) He had really surveyed it from the outside and was able to provide an important perspective on it.

Science. Phil was responsible for teaching one of the core science classes for Enterprise students. He was also involved as the supervisor of the Health Studio, one of the six enterprises. His view of the role of core subjects was quite different from Grahame's.

Phil had not originally been scheduled to teach the core science class. He was substituted at the last moment when another teacher dropped out. He had not been involved in the original planning but had assisted with the task of selecting specific science content that complemented what was being done in the enterprises. It seemed to make sense that, with a reduced time allocation to core subjects (three periods instead of five, some modification should be made. At the same time, the chance to integrate core activities with enterprise activities seemed too good to miss.

Yet these plans had not come to fruition. Instead, core teachers were asked to teach the normal Year 10 courses within the reduced time allocation. The pressure for the change seemed to come from the Board of Secondary Education. (BSE). It was a common view expressed by a number of teachers that the BSE would not accept a modified course if the students were going to be given an Achievement Certificate. It did not seem to be a question of the standard of work for as Phil pointed out:

> **Everyone has forgotten about performance. When the moderaters came in they thought the standards were higher than they expected.**

Rather, it was a question of the amount of actual time allocated to the core that concerned the BSE. Across Western Australia, secondary schools allocate five periods a week to core subjects; Enterprise students at Keyvale were being given only three periods. Even though there were meant to be core related activities in the Enterprises to make up for the deficit in time, these were not accepted for credentialling purposes.

The problem of time allocation to core subjects became a perennial one. At the end of the year when it came time to select subjects for Year 11 Enterprise students were told that they could not enter some courses because they were only doing three-fifths of their Year 10 course. Phil also recalled that at one stage a nasty rumour circulated claiming that, because Enterprise students were doing only three periods a week they could only achieve an Intermediate level pass. This turned out not to be true but it was symptomatic of the problem. Phil's comment on this situation was a simple one: "I don't know whether you call it discrimination in a minor sense".

Phil's view of core was more in line with the original idea of the course planners:

> **I think more work can be done on a modified course so that core can be viewed as a part of the whole Enterprise Education and not just a course in science.**

He had not been free throughout the year to try this idea but felt it should be tried in the future. Unlike Grahame, Phil did not see that the demands of this subject overrode the philosophy of Enterprise Education but then he was not really a science teacher and his main involvement was in the Health Studio. It seemed natural for him to stress how core subjects could be serviced by the various Enterprises since for him they were the heart of Enterprise Education. The view that teachers took of core seemed to be dictated by their degree of involvement in and commitment to the principles underlying Enterprise Education.

Views of Students

When interviewed at the end of the first year of implementation, the students expressed positive attitudes towards Enterprise education. "This year has been good fun as well as a good experience", was one comment that indicated the general consensus of opinion amongst them. The students had

applied to join Enterprise Education for a variety of reasons including the wish to prepare for employment or to gain experience to increase their employment prospects. Some students expressed a desire to try different educational experiences as they saw little relevance in the traditional core subjects and they wanted more practical training for potential employment opportunities.

In order to join Enterprise Education the students had to make a written application and be interviewed by the co-ordinators. The students liked this procedure as it reinforced their perspective of Enterprise Education as a business enterprise. They were proud to be admitted to the course after such a selection process. They also explained how they could transfer from one unit to another. One girl described how she had applied to transfer from the clerical unit to the catering unit:

> I was doing four periods of typing in my 'Options' and that was too much with all the typing in the Clerical Unit. You need to write a letter to transfer and you have to have a real good reason if you want to move. You can use your file (a record of work in the unit) to show how well you can work and you can get your supervisor to write a reference for you.

Once the letter of application had been delivered, the appropriate unit supervisor and students decided together whether the applicant should join them and, in this particular case, the transfer was approved.

There was also a clearly defined series of actions to be taken if a student displayed unsatisfactory behaviour. A first stage involved a warning issued by the supervisors, another teacher or the co-ordinator. If the behaviour continued, the second stage of probation for a set period could be recommended. If the behaviour did not improve a final stage of dismissal (or "sacking") could be used. The students were well informed about these procedures and realized that they could "get the sack" if their behaviour warranted it.

The students agreed that they enjoyed their time in the business units. They liked the new relationship with the unit supervisor who often set a particular task and allowed the students to organize and complete it in their own way. Some of the students' comments are provided below:

> In our unit we can work at our pace and we plan how we want to work.
>
> The supervisors don't tell us what to do. We just ask for help if we get stuck. It's not a teacher-student sort of thing - they help us out.

> **The supervisors treat us like adults and in our unit we are allowed to talk back and tell them something.**

In their core classes the students explained that Enterprise kids were trusted more than other students:

> **The teachers have more respect for you and they look up to us. We get told: "You shouldn't do that - you're an Enterprise kid". Sometimes the teachers watch us real close and they try to find something wrong because we're the Enterprise kids. They expect us to behave properly.**

The one disadvantage most students nominated was the reduction in core time from five to three periods a week. They commented that they felt under a great deal of pressure to complete the content of core subjects. Students explained that they had additional homework activities in order to make up the time but many thought this was insufficient:

> **It is all too rushed. We have to do five weeks in three weeks and we have the same tests as the other Year 10 kids. We need more core time so we can keep up with the others.**

It was agreed that additional core time should be taken from options time rather than Enterprise time.

Clearly the students strongly supported Enterprise Education. They successfully responded to the additional responsibilities placed on them both inside and outside the enterprise units. They agreed that Enterprise time provided relevant learning activities and they had all gained a great deal from their experiences. Comments such as "I know how to co-operate on a job", "I can relate to people as business associates as well as friends", "I'm more confident now", and "I know how to get on with a job" all indicate the positive outcomes of Enterprise Education.

Views of Unit Supervisors

The perspectives presented by the five unit supervisors were coloured by their experiences of the innovative teaching role they had undertaken. For them, the supervisory nature of their role was quite a change from their regular classroom teaching and some found that it was difficult to adjust to the new role.

The Clerical Unit. As the supervisor of the Clerical Services Unit, Erica was conscious of a personal conflict between her role as a classroom teacher and her role as an office supervisor:

> This unit works like an office. It has a busy atmosphere and the students work in an independent self-directed way. It took a long time to develop this atmosphere and I had big problems with students who were used to a classroom situation where the teacher told them what to do and how to do it. I've tried to use this small group situation to help establish the skills - the strengths and weaknesses - of individual students. I think it's important that all students should recognize their own strengths and they should know what they can and can't do. Then the workload can be adjusted accordingly. At first, we accepted every job that came along. That put us all under pressure because the students didn't have the skills to complete the jobs. Next year, I would like to spend some time developing the essential skills during first term and I would only accept work that I know the students could deal with successfully.

During the first year of implementation, the Clerical Services Unit completed a wide variety of tasks. The students typed agendas, reports, letters and brochures and they designed advertisements, invoices, record cards and job slips. The range of tasks increased around the middle of the year, when the students became involved in the production of the school magazine, a recipe book and a fitness handbook. Those productions required new skills and decisions had to be made about appropriate tasks for each student.

Erica explained that she had felt a great deal of stress over the problem of deciding whether to train all the students to their utmost competence or to allow the more able students to tackle the difficult tasks:

> I've had to ask myself what is my aim? Should I produce kids at the end who are all fairly competent or am I running a business where I use my most competent people to do the more difficult tasks? I wanted to push all the students through to their utmost competence but that just became too stressful for all of us, so I decided to direct the difficult jobs at the more able kids.

The work experience program for Year 10 students provided an opportunity for the students to practise their clerical skills. Erica commented that three of the girls had excellent reports from their employers and would have been offered employment if they had been old enough to leave school:

> We were told that they showed initiative and responsibility and they knew how to work independently. It really was a boost for everyone. The students have been the best part of this unit. They have worked so hard, they are just delightful. The unit is more like a family

> because I don't distance myself from them unless they are really asking for trouble! So this year has been a time of tremendous growth for us all and the students have come through with flying colours.

The Catering Unit. Marion would seem to be the obvious choice to supervise the catering unit. As an experienced teacher and Senior Mistress of the Home Economics Department, Marion obviously cared a great deal about the students she taught:

> When the issue of Year 10 students' disenchantment with school was first raised at the staff meeting, I totally agreed. It is not only the slower kids who are bored with core subjects, but some of the brightest students can't see any relevance in their academic work. I've always been interested in alternatives to the traditional type of teaching and this program seemed like a good scheme to provide some different opportunities.

As the first year of implementation progressed, the catering unit provided increased services for a wide variety of functions. The students regularly supplied both the canteen and the staffroom with a range of savouries, cakes and biscuits. They also provided catering services for inservice courses and other educational events such as a supper for parents' night and a dinner for a staff curriculum meeting.

"I've learned a great deal as a supervisor and the kids have come a long way", Marion commented at the end of the first year. Also she felt that:

> Some of the students have really blossomed with the opportunities for self-development. Initially the pressure to make a profit and to focus on production caused some problems. The kids had to develop the skills to work as a unit and that took time; more time than we had estimated. I still think we should work towards a profit but I don't believe that we can run a true business within the school community. I'm also conscious of the need to stay within the school system and not to take a livelihood from anyone earning a living by catering in the wider community.
>
> I've found that the first year of the program has been an exciting and enjoyable time. Of course, it has been stressful, but I believe that if you are doing anything of value it is usually stressful. I don't believe teaching is a breeze at any time.

Fabricated Furniture Unit. The Manual Arts Centre at Keyvale is always busy but, once Enterprise Education was underway, it became even busier. A group of seven boys (eventually this

increased to eight) along with their supervisor became involved in designing, producing and selling outdoor furniture. It was not hard to find customers for their products - even the Regional Director recognized quality when he saw it and purchased one of the outdoor settings.

James was the supervisor of this unit. He strongly believed that given the right environment, students would use their initiative in getting on with the job. On a number of occasions when we spoke to him in the workshop it was possible to see how he allowed such initiative to develop.

The boys were always working together on a project - it always seemed like a real team effort. There was much discussion about ways to proceed, rules to be followed and the possible consequences of different courses of action.

James didn't intervene in any of this - he let the boys make the decisions. Yet he was keenly aware of what they were doing and would at any time offer advice. He had the happy knack of being able to listen to the boys and talk to us at the same time!

James felt that Enterprise Education was catering for students who up until now had been neglected. Having come into teaching through a trades background he was perhaps more aware of this than other teachers. Traditionally, high school curriculum has valued mental rather than manual labour but Enterprise Education was attempting to change this situation or at least provide a greater degree of curriculum balance. For James, such a reform was long overdue.

While James was totally committed to the program, there were parts of it he found difficult to implement. For example, his students were supposed to write business letters - a requirement to supplement the reduction of time in the core units. Yet the students found the task very difficult and James didn't think it was worthwhile persevering. He also thought it was an unrealistic requirement since it doesn't really happen in business where people other than the tradesman have responsibility for letter writing. On the other hand, he did do some trades mathematics with the students and they became very interested in it and could see its relevance.

James felt that one of the biggest factors contributing to the success of the unit was the small number of students involved. With a teacher/pupil ratio of 1:8 it was easy to get to know the students and to be able to relate to them. It was possible to work with a degree of informality that a larger group would not have allowed. This also meant that students were able to see themselves as a group with a common purpose. They all had a contribution to make to the particular project and thus were able to develop a strong sense of ownership over it.

Both James and the students saw the work done in the unit as being helpful once they left school. James was not convinced that it would lead directly to a job but it would at least provide skills that would help them work on their own. Some of the boys were more positive than this and hoped that the experience they were gaining in designing and producing outdoor furniture would improve their chances of getting a job.

Health Studio. A Health Studio was set up in what used to be the Music room. It was a convenient location with access to the gymnasium as well as the boys' and girls' change rooms. There was no equipment to begin with so part of the students' task was to evaluate quotations from several local companies and eventually purchase a range of health care equipment.

Before this step could be taken, however, the students had a lot of learning to do. First, they had to appreciate the factors that needed to be considered in planning a health studio (for example, the efficient use of space and energy and client safety). Second, they had to learn basic anatomy and physiology to help them understand the value of exercise and weight training for a variety of clients. This latter task was considered the most important by Phil, the unit supervisor, who described the aims of the unit in the followng way:

> To get a group of students and train them so that they could medically assess a client, prepare a program based on client needs and then supervise the client.

Such an aim also posed problems:

> One of the problems was that students needed to understand the basic theory behind exercising and testing. We had basic students and it was too difficult for them in many ways. I had to keep toning it down and I'm not sure they got the message. The anatomy and physiology which is very important in the health studio business may be too difficult for the students I had ... I feel the Health Studio would be better directed to Advanced and Intermediate level students.

Another problem identified by Phil was that on a number of occasions the composition of the group changed. This was a process specifically allowed for by the Enterprise Education program since students could transfer out of units they didn't like and move into new ones. The effect of this on Phil's unit was to force him back to the beginning in order to introduce the content. A stable group was preferred to allow continuity and provide for students to develop specific skills.

While there was a considerable amount of theory that students had to learn, there was also an emphasis on practical work as well. Yet for practical work to be effective there needed to be real clients and this raised a problem. It was not possible to canvass widely within the community for clients since this might have been perceived to be in competition with commercial enterprises. In the end, Physical Education teachers donated their classes and this allowed the students to carry out real assessments and plan fitness programs based on these assessments.

One aspect of the Health Studio that gave some concern to Phil was working out how to measure its success. As he put it:

> **Was I going to measure it in terms of the money made, seeing how much was learnt, degree of student commitment or the ability of students to handle the practical situation with confidence?**

As it turned out, none of these criteria was used exclusively. At different times during the year different criteria seemed important and by the end of the year all had been used to evaluate both students and the Health Studio concept itself.

One of the great advantages Phil saw in the program was the opportunity to get much closer to students than would normally be the case:

> **What teacher wouldn't like 8 periods a week with 10 students. You could really get close to them, really help them on an individual basis. They could also help each other a lot more.**

For Phil, working with a small group of students was one of the most positive aspects of Enterprise Education. The normal classroom problems simply did not arise. Everyone was able to get on with the job and everyone seemed to have a common purpose.

Phil's assessment of the total program is a good summary of some of its other advantages:

> **... they (ie students) have all been extremely keen. They have been more co-operative, more willing to work out of school. They were very committed to the health studio, they owned it.**

Students felt that the unit belonged to them and that they were able to make decisions about it. They enjoyed this situation and compared it to "normal" lessons. They much preferred the independence given them by the Health Studio.

Screen Printing Unit. For Shane, the unit supervisor, it was a year of learning. There were eight students in the unit all with limited experience in art. This initially posed a problem but it was soon overcome as he explained:

> I didn't have great artists or kids that had any concept of design and shape and texture or even mixing colours together. So I chased that first and went off on a tangent to try to build up skills but it was a bit late. I ended up doing most of the stencil cutting myself and they did the mass production, the screening, taking orders and telephone conversations. I tried to share it out as equally as I could.

There were certainly plenty or orders including T-shirts for the whole school as well as for groups outside (including a group at Lake Grace!) and banners for "This is English" and the Science Talent Search. Shane noted that at times the pressure of such work was felt by all involved:

> I'd have a lot of orders to do - we'd be here after school and then the kids would also have to come in early. It was a lot of pressure for them to have to work under.

On the question of core subjects, Shane felt that there had been a breakdown in communication between core teachers and unit managers. His solution was to propose more meetings between all those involved, yet he was also realistic about such a proposal:

> You're not only teaching Enterprise. There's Year 8s and Year 9s and I have a TAE class as well.

On the occasions that he had consulted with core teachers he had found it beneficial, but he simply hadn't had the time to make consultation a regular part of his activities.

Even though he had not been able to talk much with core teachers he had tried to incorporate some aspects of the core subjects into his units. He provided opportunities for public speaking, writing business letters and preparing accounts. This was all part of preparing a particular job and could be done whenever there wasn't a rush job.

Shane felt that, as far as students were concerned, he had noticed marked changed in the area of personal development. Students had more initiative and confidence, they had an ability to communicate effectively with peers and teachers and had learnt to work in a small group. In particular they had developed a strong sense of ownership over their work. He saw these as perhaps the most important outcomes of the program

because "if nothing else, it gives them some sense of achievement, some initiative, some purpose, some sense of responsibility".

Shane had learnt a lot in his first year and at the end of 1983 was looking forward to next year. He could see it much more clearly and knew what to demand of the students. He also had been able to select students with some experience in art so he thought they could be given much more scope in the following year. But he was far from dissatisfied with the year he had just spent claiming that "I think I've learnt as much as anybody - I'm lucky, I had a pretty easy going group".

Evaluation of Enterprise Education 1983

Throughout the first year of implementation, various strategies were used to document and evaluate the program. Staff involved in Enterprise Education attempted to meet on a regular basis to discuss problems and share their concerns. Other staff members were kept informed through reporting sessions at staff meetings and their opinions were also sought through more formal questionnaires. The students had an opportunity to express their feelings in questionnaires at the end of each term. They also participated in decision making through Board of Management meetings. Three representatives from each unit were chosen either by the supervisor or by the students. The representatives met with the Youth Education Officer who was not directly involved in Enterprise Education and who acted as Chairman. The meetings enable students to air their grievances and to suggest changes to the program. They also provided an opportunity for students to develop skills in meeting procedures.

By using these various sources of information an evaluation study was completed by the school and a decision was made to continue Enterprise Education in 1984. Additional external funds were required and the submission contained the following evaluation information presented in terms of the original aims of the program.

AIM: To develop a flexible learning program based on a series of socially valued projects and activities.

EVALUATION: Information from staff and students permit the two observations. First the flexibility of the program has been maintained throughout the year; teachers and students, in responding to the needs of customers have developed a large variety of skills, have learned to work consistently under pressure and have developed attitudes supportive of group belonging and group activity.

Second, the choice of the five Enterprises (Catering Unit, Clerical Services Unit, Health Studio, Fabricated Furniture Unit and Screen Printing Unit) as the basic structure of the Enterprise Education Program has been most appropriate. Students operating in each unit have valued the aims and experiences of their own unit as demonstrated by their apprehension about being "sacked", by the unwillingness to transfer to another unit at the end of the first semester, and by their readiness to work hard in pursuit of the unit's objectives.

AIM: To encourage a high degree of individual student responsibiltiy for course planning, course management, course assessment and self direction.

EVALUATION: At the commencement of the program, students who were only fourteen were unable to take responsibility for the stated activities. As their confidence in their own ability increased because of success with simple tasks, their willingness to accept further responsibility also increased. An example of this development can be seen in the Fabricated Furniture Unit. In February, students were directed in planning the initial prototype of their production item. Design modifications of this prototype later were made by students without the supervisor's involvement.

AIM: To assist students to develop a variety of personal and social skills within a supportive social context consisting of their peers, teachers and other significant adults.

EVALUATION: The social contexts provided by having Enterprise students remain in the same groups for 20 periods out of 30 fostered the development of supportive relationships. These were expressed in strong group cohesion, a sense of pride in their identity as Enterprise students and an unwillingness to leave the program. Within this supportive context, students developed a variety of skills which include:

- skills related to planning class activities, small group activities and extra-curricula programs;

- communication skills;

- skills related to the acceptance of responsibility for one's own actions and the consequences of those actions.

AIM: To provide students with the opportunity to develop understandings and skills related to the four core subjects and to what students perceive to be significant life experiences.

EVALUATION:

English
Reports from English staff and the English superintendent indicate that skills and attitudes related to language communication have been further developed by the program, both within the class program and through the language activities related to the operation of the units.

Social Studies
A detailed program for social studies has been developed and pursued by Enterprise students. This program has been approved by the senior master of social studies. It has been found that three periods per week has not allowed for content to be covered in sufficient depth and a change in the amount of time for core subjects will be made.

Science
It was intended that a modified science course should be planned for the Enterprise Education program but pressures of time and staff abilities have meant that this objective was not achieved. Students are completing the normal BSE approved science course. In 1984 this course was again followed but with time allocation increased from 3 periods per week to 4.

Mathematics
Students were divided into two groups at the commencement of the year; one group comprised students working at basic and lower elementary levels and the second group worked at elementary and ordinary levels. It was found during the year that the second group needed 4 periods per week instead of 3 and this change was made. In 1984 all Enterprise students spent 4 periods per week in Mathematics. The

programs followed were accepted for accreditation by the Board of Secondary Education.

Program changes. It was agreed amongst the Enterprise Education staff that changes needed to be made to the time allocation for core subjects. Eventually it was agreed that core time would be increased from three to four periods a week, which was one period fewer that for non-Enterprise students. This decision lifted some of the responsibility for core subject integration from the shoulders of the unit supervisors. It was still expected that English and mathematics would have integrated activities included in the unit, although science and social studies were expected to be dealt with on an incidental basis.

Other changes to Enterprise Education were discussed at a two-day evaluation session held in December 1983. These two days were seen as a valuable opportunity to share experiences and attempt to solve some of the problems that had occurred during the year. The unit supervisors decided that it was important to spend some time at the beginning of the following year establishing essential skills and routines with the students. There was a general sense of agreement that all the supervisors had felt pressured to produce goods and make a profit while trying to train students at the same time. On reflection, they agreed that the pressure was mostly self-imposed and it would be more appropriate to concentrate on the development of skills before attempting the difficult production tasks.

It also seemed clear that the combined English and social studies classes hadn't been successful. Neither the teachers nor the students were happy with the experiment. The students, in particular, found it difficult to switch from one subject to another in the combined classes. As the core time was to be increased in 1984, it was agreed to return to the more traditional system of separate English and social studies classes.

Characteristics of the implementation phase. On reflection, this first year of attempted change highlighted the close relationship between initiation and implementation. The characteristics that strongly influenced initiation continued to smooth the path of implementation. The perceived needs of "switched-off kids" were being met by providing a more relevant educational environment and the administrative leadership of the school continued to give strong support for the innovation. The existing consultative structures within the school led to participatory decision making with many teachers and to students having an input. Also the external source of funding supplied the necessary support for essential expenditure.

As well as these influences, however, the implementation phase also featured the following characteristics that could only be expected to occur once a plan is translated into action:

1. The staff involved in Enterprise Education experienced a range of emotions about the implementation of the "blue-print". The unit supervisors particularly, found their new role demanding both in terms of time as well as physical and emotional energy. Increased anxiety and stress were counterbalanced by exhilaration and a sense of achievement as the year progressed. These personal feelings of ambiguity and ambivalence are a common feature of implementation as teachers attempt to work through their own reality of the change and transform the original plans into the practicality of the classroom situation.

2. As the school endorsed a participatory decision making structure, implementation was characterized by discussion, deliberation and disagreement. Fullan (1984) suggests that conflict and disagreement are fundamental to successful change because all the participants possess individual perceptions of the innovation and thus any collective effort to change will necessarily involve conflict.

3. The participtory decision making structure also served to provide a framework for the teachers in the program to interact with one another and provide mutual help and support. The educational change literature suggests that a high level of collegiality amongst teachers is a strong indication of successful implementation. Participants need to share their values and to have an opportunity to discuss the ongoing effects of the change. In this particular instance the two co-ordinators played an essential role as the focus for the teacher interaction.

4. The success of Enterprise Education in terms of positive student outcomes was one of its most rewarding features. The students benefitted from the small group situations and developed leadership skills and co-operative work habits. They displayed a high degree of self-esteem and worked diligently in their business units. Certainly these effects of the innovation encouraged teachers to consider the continuation of the program. Without such positive outcomes the innovation probably would have been terminated.

The first year of implementation obviously had produced some unanticipated problems. The staff had to solve some problems as the year progressed, while others had to be dealt with during the following year. It was clear, however, that the continued support and enthusiasm for the program ensured that Enterprise Education would be continued in 1984.

REFLECTIONS ON THE CASE STUDY

It seems clear from this instance of a transition education program that the needs of students formed the central concern. This concern showed itself in two main ways. First, in attempts to modify the existing curriculum to make it relevant to the needs and interests of a specific group of students. Second, in constructing additional courses that provided students with the opportunity to develop skills that would be valued in the workplace. There is clearly a delicate balance to be achieved in moving education in a more vocational direction but the success of the present program seemed to be that a sound educational core was maintained.

In policy terms it could be maintained that the program did not contribute directly to the employment of students yet it does seem clear that the employability of many of the students must have been enhanced. Their experiences in the various units provided them with skills that otherwise they would never have developed. Such skills went far beyond the specific requirements of areas such as catering carpentary and office work. The program seemed to develop the confidence of students and increase their ability to interact with one another and with other people. These would surely serve them well in later life.

From the point of view of students, it was clear that the teachers focussed their efforts on well defined needs. They were not so much concerned with solving the macroeconomic problems of society as ensuring that adequate provision was made for students who seemed to be 'at risk'. Sound decision making structures were put in place to assist with the difficulties that always accompany attempts at educational change. While there is ample evidence from this case study that such structures were particularly important, it should also be kept in mind that the roles of various individuals were absolutely crucial to the change effort.

There is also the suggestion in this case study that transition education might be more significant than policy makers originally intended. Enterprise Education was not an 'add on' program in relation to the existing curriculum. It was an attempt to alter the existing curriculum in a quite fundamental way. There was a questionning of the value of the traditional academic curriculum and this was clearly recognised once the program became successful and started to attract students other than those in the 'at risk' category. As an unintended outcome, this could represent one of the most significant aspects of the program in the long term.

REFERENCES

Carrick, The Hon. J.L. (1979). A comprehensive policy for transition from school to work. Statement issued by the Minister for Education, 22 November.

Davis, D. (1983). Stress, perplexity and success in transition programs in TAFE. A discussion paper prepared for the State TAFE Transition Education Conference in Western Australia, 28-30 September.

Davis, D. and Woodburn, G., (1983). Intervention in transition. Canberra: Australian Government Printing Service.

De Corte, G. (1985). Education and training for young people aged 16-19: Problems and prospects. Report to the Fourteenth Session of the Standing Conference of European Minister of Education, Brussels, 7-9 May 1985.

Dwyer, P., Wilson, B. and Woock, R. (9184). Confronting school and work. Sydney: George Allen and Unwin.

Fullan, M. (1984). The meaning of change. New York: Teachers College Press.

Kennedy, K., Williamson, J. and Patterson, J. (1984). Curriculum implementation: An annotated bibliography. Adelaide: TAFE National Centre for Research and Development.

Lindley, R. (1981). Education, training and the labour market in Britain. European Journal of Education. 16(1), 7-28.

Miles, M. and Huberman, A. (1984). Drawing valid meaning from qualitative data: To wards a shared craft. Educational Researcher, 13(5), 12-30.

Sarason, S. (1971). The culture of the school and the problem of change. Boston: Allyn and Bacon.

Wilcox, B. and Lavercombe, S. (1984). Preparation for life: Curriculum issues. In C. Varlaam (Ed.), Rethinking transition: Educational innovation and the transition to adult life. London: The Falmer Press.